

# Latin III

## Quarter Three

### Latin I teacher:

Bernard Fortier:                      bfortier@[lewistonpublicschools.org](mailto:bfortier@lewistonpublicschools.org)

**Best way / time to reach teacher:** by means of the above email address. The teacher will respond as soon as possible.

### Course policies and expectations:

- **Attendance:** Due to the nature of the course, regular attendance is essential to be able to succeed in class. If a student is absent, it is his/her responsibility to contact the teacher and schedule extra help or make-up. Students are given 10 school days to make up work. Extenuating or exceptional circumstances may grant additional time under guidance and/or administration's approval.
- **Punctuality:** Being on time is a sign of work ethic. Chronically late students will be referred to an administrator and parents will be notified.
- **Respect:** Students are expected to treat others with respect in order to create a safe and harmonious learning environment.
- **Responsibility:** Students are expected to accept responsibility for their actions and will be held accountable in an appropriate manner, as stated in the LHS student's manual.
- **Participation:** Students are expected to be prepared and to actively participate in class activities and discussions. While participation does not count as an academic grade, it is assessed in our Habits of Work (or HOW) school wide [HOW school wide rubric](#)  
HOW scores and academic scores are counted for eligibility for sports and extracurricular activities.

### **Standards covered in this quarter:**

- Interpretive. *Identify main ideas, topics and specific information in written materials.*
- Interpretive. *Provide literal translations of Latin texts.*
- Presentational. *Write expository compositions or deliver oral presentations related to the culture.*
- Communities. *Identify connections between the target language and another content area.*
- Comparison. *Identify and explain how the perspectives of the Odyssey related to cultural practices.*

### **Essential Questions/ Key Understandings:**

- How can knowledge of Latin help us better understand English grammar and vocabulary?
- In an inflected language, why is it important to understand word endings?
- Case endings in an inflected language as Latin, determine the syntax rather than word order.
- The majority of English vocabulary derives from Latin.
- The knowledge of the basics of Latin will help in the study of modern languages.

### **Materials Used (Including but not limited to):**

- Lined paper, binder or notebook
- Pen/pencil
- Ecce Romani 2 textbook
- Latin handouts

### **General Overview/Schedule:**

Chapters 35 - 38 teach students how to:

- Understand deponent verbs
- Understand the role of “place clues”
- Translate increasingly difficult Latin passages.

These chapters are quite comprehensive, and taken as a whole, they are expected to last 8 weeks<sup>1</sup>.

### **Assessments:**

Derivative assessments for each chapter

Translation assessments for each chapter

Written or oral assessment on the various forms of

### **Common Qualifying Formative Assessments (passport):**

For interpretive translations: *Students will read and translate Latin passages.*

For communities: *Students will identify English derivatives which derive from Latin words.*

For presentational speaking and writing: *Students will research Homer's Odyssey.*

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<sup>1</sup> *Timeline is an estimate and subject to change*

# Latin III

## Quarter Two

### Latin I teacher:

Bernard Fortier:                      bfortier@[lewistonpublicschools.org](mailto:bfortier@lewistonpublicschools.org)

**Best way / time to reach teacher:** by means of the above email address. The teacher will respond as soon as possible.

### Course policies and expectations:

- **Attendance:** Due to the nature of the course, regular attendance is essential to be able to succeed in class. If a student is absent, it is his/her responsibility to contact the teacher and schedule extra help or make-up. Students are given 10 school days to make up work. Extenuating or exceptional circumstances may grant additional time under guidance and/or administration's approval.
- **Punctuality:** Being on time is a sign of work ethic. Chronically late students will be referred to an administrator and parents will be notified.
- **Respect:** Students are expected to treat others with respect in order to create a safe and harmonious learning environment.
- **Responsibility:** Students are expected to accept responsibility for their actions and will be held accountable in an appropriate manner, as stated in the LHS student's manual.
- **Participation:** Students are expected to be prepared and to actively participate in class activities and discussions. While participation does not count as an academic grade, it is assessed in our Habits of Work (or HOW) school wide [HOW school wide rubric](#)  
HOW scores and academic scores are counted for eligibility for sports and extracurricular activities.

### **Standards covered in this quarter:**

- Interpretive. *Identify main ideas, topics and specific information in written materials.*
- Interpretive. *Provide literal translations of Latin texts.*
- Presentational. *Write expository compositions or deliver oral presentations related to the culture.*
- Communities. *Identify connections between the target language and another content area.*
- Comparison. *Identify and explain how the perspectives of Saturnalia in Ancient Rome related to cultural practices.*

### **Essential Questions/ Key Understandings:**

- How can knowledge of Latin help us better understand English grammar and vocabulary?
- In an inflected language, why is it important to understand word endings?
- Case endings in an inflected language as Latin, determine the syntax rather than word order.
- The majority of English vocabulary derives from Latin.
- The knowledge of the basics of Latin will help in the study of modern languages.

### **Materials Used (Including but not limited to):**

- Lined paper, binder or notebook
- Pen/pencil
- Ecce Romani 2 textbook
- Latin handouts

### **General Overview/Schedule:**

Chapters 30 - 34 teach students how to:

- Understand the passive voice
- Understand perfect passive participles
- Understand the different degrees of adjectives and adverbs

- Translate increasingly difficult Latin passages.

These chapters are quite comprehensive, and taken as a whole, they are expected to last 8 weeks<sup>2</sup>.

### **Assessments:**

Derivative assessments for each chapter

Translation assessments for each chapter

Written or oral assessment on the Roman celebration of Saturnalia and how it related to cultural practices.

### **Common Qualifying Formative Assessments (passport):**

For interpretive translations: *Students will read and translate Latin passages.*

For communities: *Students will identify English derivatives which derive from Latin words.*

For presentational speaking and writing: *Students will understand the Roman celebration of Saturnalia and compare it to our own holiday celebrations.*

### **Resources Available:**

Teacher: before or after school

Teacher website: <http://lhs.lewistonpublicschools.org/>

Latin book and notes

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<sup>2</sup> Timeline is an estimate and subject to change

# Latin III

## Quarter One

### Latin I teacher:

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**Best way / time to reach teacher:** by means of the above email address. The teacher will respond as soon as possible.

### Course policies and expectations:

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- **Punctuality:** Being on time is a sign of work ethic. Chronically late students will be referred to an administrator and parents will be notified.
- **Respect:** Students are expected to treat others with respect in order to create a safe and harmonious learning environment.
- **Responsibility:** Students are expected to accept responsibility for their actions and will be held accountable in an appropriate manner, as stated in the LHS student's manual.
- **Participation:** Students are expected to be prepared and to actively participate in class activities and discussions. While participation does not count as an academic grade, it is assessed in our Habits of Work (or HOW) school wide [HOW school wide rubric](#)  
HOW scores and academic scores are counted for eligibility for sports and extracurricular activities.

**Standards covered in this quarter:**

- Interpretive. *Identify main ideas, topics and specific information in written materials.*
- Interpretive. *Provide literal translations of Latin texts.*
- Presentational. *Write expository compositions or deliver oral presentations related to the culture.*
- Communities. *Identify connections between the target language and another content area.*
- Comparison. *Identify and explain how the concept of a calendar in Ancient Rome related to cultural practices and beliefs.*

**Essential Questions/ Key Understandings:**

- How can knowledge of Latin help us better understand English grammar and vocabulary?
- In an inflected language, why is it important to understand word endings?
- Case endings in an inflected language as Latin, determine the syntax rather than word order.
- The majority of English vocabulary derives from Latin.
- The knowledge of the basics of Latin will help in the study of modern languages.

**Materials Used (Including but not limited to):**

- Lined paper, binder or notebook
- Pen/pencil
- Ecce Romani 2 textbook
- Latin handouts

**General Overview/Schedule:**

Review chapters 10 - 30 to teach students how to:

- Understand all five noun cases
- Understand all six verb tenses



- Understand adjectives and adverbs
- Understand the active and passive voices
- Translate increasingly difficult Latin passages
- Research the Roman family and compare it to our American family.

These chapters are quite comprehensive, and taken as a whole, they are expected to last 8 weeks<sup>3</sup>.

### **Assessments:**

#### **Summatives:**

Derivative assessments for each chapter

Translation assessments for each chapter

Written or oral assessment on the Roman calendar and how this product related to cultural practices.

### **Common Qualifying Formative Assessments (passport):**

For interpretive translations: *Students will read and translate Latin passages.*

For communities: *Students will identify English derivatives which derive from Latin words.*

For presentational speaking and writing: *Students will examine and create a Roman calendar to compare the Roman calendar with our own.*

### **Resources Available:**

Teacher: before or after school

Teacher website: <http://lhs.lewistonpublicschools.org/>

Latin book and notes

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<sup>3</sup> Timeline is an estimate and subject to change